

IEATP II: Evaluation of Administrators



Module 3:
Continuing the Journey
with Jim, Glenn and Jan
October 14, 2009



Today

- ▶ Schedule
- ▶ Facilities
- ▶ Questions
 - Parking Lot
 - Strategies List





Parking Lot (Questions, Issues, Concerns)



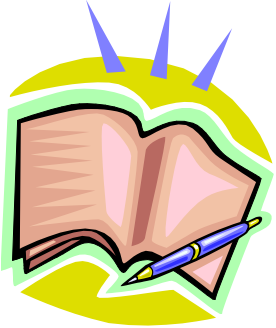


Expectations for Participants

- ▶ Attend all sessions.
- ▶ Reflect individually and as a team member on best practices in leadership and evaluation.
- ▶ Actively participate in all learning opportunities within the learning modules.
- ▶ Complete assignments between module sessions.
- ▶ Have a positive attitude.



Study Guide Symbols



Journal / Writing



Activity



Brainstorming

Job Alike



Bright Ideas



Think Pair Share

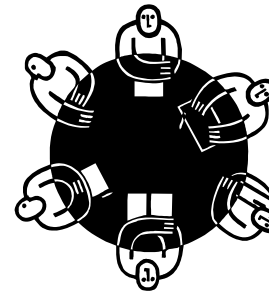


Table Talk



Our Norms for Today



- ▶ **S**hare experiences to enrich others.
- ▶ **A**sk questions.
- ▶ **L**earn by doing.
- ▶ **S**et aside any preconceived notions about Iowa Evaluator Approval Training Program II: Evaluation of Administrators
- ▶ **A**pply to your own work.

Think S-A-L-S-A!

Adapted from *Training Manual for Assessing Impact: Evaluating Staff Development* by Joellen Killion, ©2003



What will your trainer do for you?

- ▶ Coach throughout training process.
- ▶ Provide support and feedback to participants throughout training process through Basecamp.
- ▶ Provide individual support as needed.
- ▶ Determine through assessments the levels of knowledge and skills of participants for certification purposes.
- ▶ Hold individuals accountable for attendance, participation, and assignments.



Iowa Evaluator Approval Training

Program II: Evaluation of Administrators

► Survey Priorities

- » **Knowledge, skills, and application of the Iowa Standards for School Leaders.**
- » Coaching skills to enhance administrators' skills as instructional leaders.
- » Models of administrative evaluation processes, including design and use of individual career development plans for administrators.
- » **Research and application of effective superintendent behaviors that increase student achievement.**
- » **Research and recognition of effective behaviors of administrators that increase student achievement.**
- » Alignment with the Iowa Professional Development Model.



Outcomes for Participants

- ▶ **Demonstrate knowledge of the Iowa Standards for School Leaders, including criteria and descriptors.**
- ▶ Practice conferencing skills, including directive/instructional, collaborative, and supportive/facilitative.
- ▶ Evaluate an administrator, providing appropriate feedback and support.
 - ▶ Create DVD of an evaluation conference as assignment after module 7
- ▶ Develop an individual professional development plan in collaboration with the administrator.





Review of Assignment



- ▶ Review the standards assignment addressing observable behaviors at the exemplary, proficient, and unsatisfactory/red flag levels.
- ▶ Check back in 10 minutes.

10 Minutes



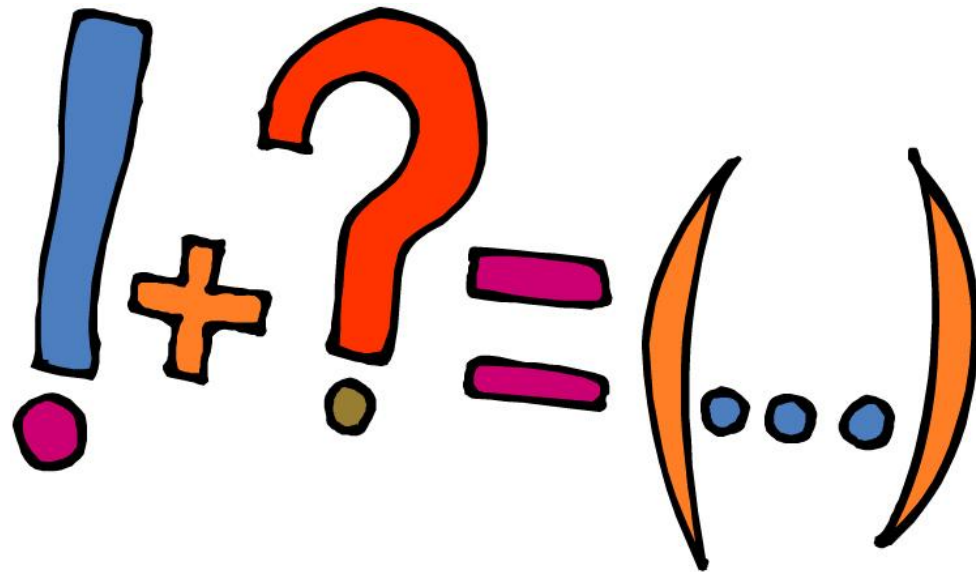
Please give your attention to
the facilitators.





Wow! Wonder!

- Highlight the “wows” and the “wonders”.





Iowa Standards For School Leaders

- ▶ Partner Activity – It's in the Cards!
 - ▶ Match each criterion to the appropriate Iowa Standard for School Leaders.
 - ▶ Note: No cheating by looking at the handout from last session.



10 Minutes



Please give your attention to
the facilitators.





Iowa Standards For School Leaders

- ▶ Partner Activity – It's in the Cards!
 - ▶ Match the cards with criteria and descriptors to the Iowa Standards for School Leaders
- ▶ How did you do?





Moving on to New Learning: Outcomes for Module 3

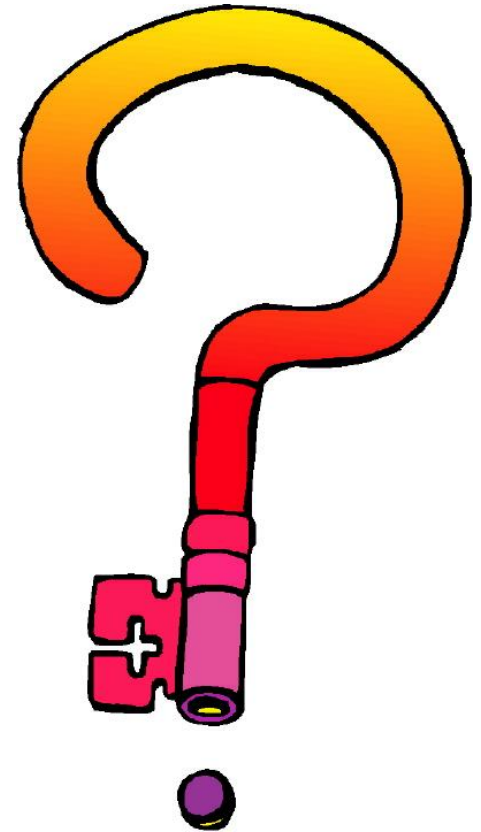
- ▶ By the end of Module 3, participants will be able to:
 - ▶ Apply the research of effective principal behaviors that increase student achievement.
 - ▶ Increase your knowledge of effective superintendent behaviors that increase student achievement.
 - ▶ Understand the magnitude of change and how it pertains to the gap analysis relating to evaluation of administrators.



Essential Question

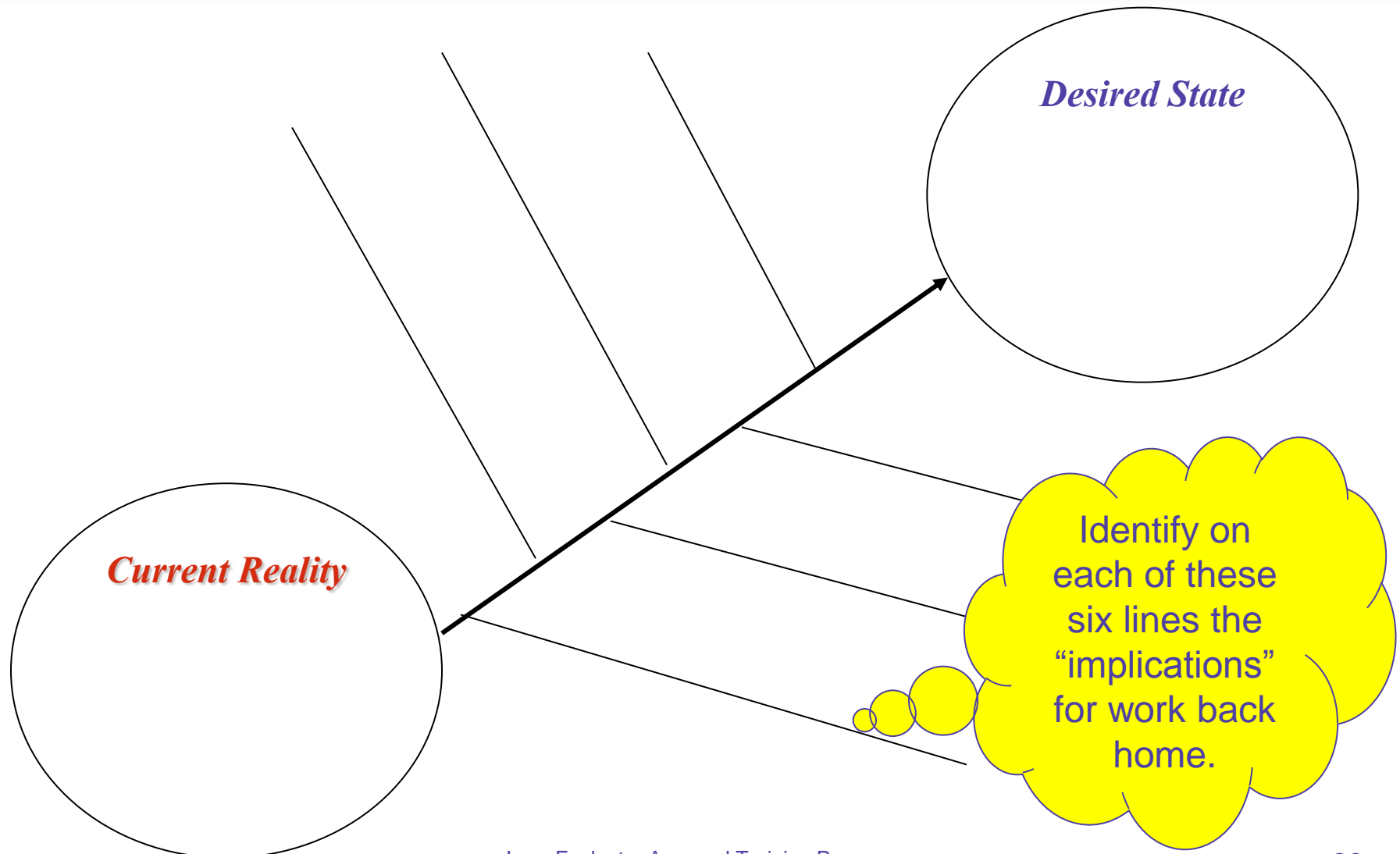
Today's new learning strives to answer the question:

What are implications for superintendents as they recognize the administrators' focus for increased student achievement?





Gap Analysis: Review of Tool and Its Implications for Change





McREL's Research on Leadership

- ▶ Mid-continent Research for Education and Learning (McREL) meta-analysis
 - ▶ Research reveals practices of effective schools, teachers, principals, and most recently superintendents.
 - ▶ Studies provide general guidance for what school leaders and teachers can do to increase student achievement.
 - ▶ Balanced Leadership Framework was developed to help school leaders apply findings.

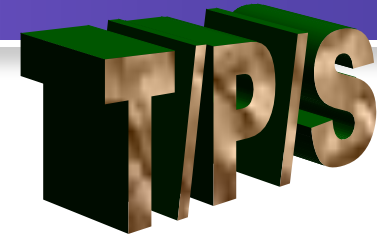


Three Findings

1. School leadership does make a difference.
2. 21 leadership responsibilities are statistically related to student achievement.
3. Not all principals viewed as 'strong leaders' by teachers have a positive impact on student achievement.



McREL Work and Crosswalks



- ❑ Principal's 21 Responsibilities and Student Achievement (What does an effective principal look like?)
- ❑ Think, Pair, Share – How do the Balanced Leadership findings compare to the Iowa Leadership Standards?



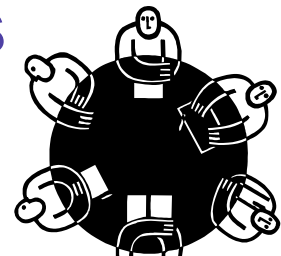
Change – What's the Big Deal?

- ▶ “A leader, from above or below, with or without authority, has to engage people in confronting the challenge, adjusting their values, changing their perspectives, and learning new habits.” (Heifetz & Laurie © 1997)
- ▶ “A leader must strike a delicate balance so that people feel the need to change without feeling overwhelmed by the change.” (Heifetz & Laurie © 1999)



Magnitude of Change - McREL

- ▶ **The magnitude of change is determined by the perception of the stakeholders.**
- ▶ ***First Order -***
 - **Is perceived as an extension of the past**
 - **Consistent with prevailing norms & practices**
 - **Congruent with personal values**
 - **Easily learned - implemented with existing knowledge and skills**





» *Second Order-*

- Is perceived as a break from the past
- Inconsistent with prevailing norms
- Requires acquisition of new knowledge and skills
- Outcomes may be uncertain



► Why is it that during times of 2nd order change communication, culture, input, and order are seen as negative?

- Culture – “The old way was better”
- Communication – “Nobody tells us anything”
- Order – “Things are falling apart”
- Input – “I don’t have any input”



McREL's Conclusions: Change

- ▶ The magnitude of change is determined by the implications it has for stakeholders.
- ▶ When leaders miscalculate the magnitude of change, it can have a negative impact on student achievement.
- ▶ Change can be a complex and iterative process.
- ▶ Leaders need to emphasize leadership responsibilities based on the magnitude of change for the organization.
- ▶ Leaders need to balance their approach to leadership based on the magnitude of change for stakeholders.



Is it 1st or 2nd Order Change?

- ▶ **Changing the bell schedule at the high school**
- ▶ **Adding a required portfolio for certified staff as part of the evaluation process**
- ▶ **Adjusting the master schedule at the elementary school**
- ▶ **Using building-level leadership teams to provide professional development to the staff**





Is it 1st or 2nd Order Change?

- ▶ **Changing the good conduct policy in the school district to make it much stricter.**
- ▶ **After a year of study and review, adopting and implementing a new reading series**
- ▶ **A new superintendent is hired and put in place as a new school year begins**
- ▶ **A new building principal is hired and put in place part way through the school year**



The Change Process Steps

1. Creating the demand for the change (1st and 2nd order)
2. Supporting the implementation of the change (1st and 2nd order)
3. Assist with personal transitions to the new change (2nd order)
4. Monitoring/evaluating the change (1st and 2nd order).



What an Organization Needs from Its Leader Depends on the Magnitude of Change for the Organization

▶ Direct

▶ Support

▶ Answer

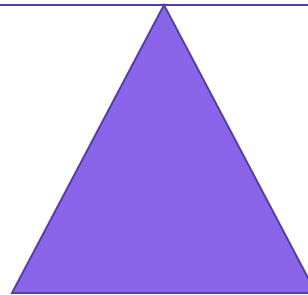
▶ Question

▶ Step up

▶ Step Back

First Order

Second Order



McRel



Different Approaches with Principals

- ▶ When should evaluators be directive and when should evaluators be supportive when monitoring and evaluating administrators?



Supportive or Directive?

- “What are your beliefs about...?”
- “How are those beliefs aligned with the beliefs of your staff? Of the community?”
- “As you deal with the implementation dip in the change, what might you want to consider ...?”
- “When staff members are not implementing the change, you will want to consider these steps....”



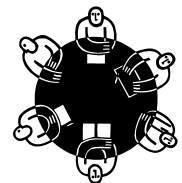
Questioning - Directive or Supportive

Activity - Joint development of directive and supportive questions for Standard 1

➤ From Wiki open....

- ✓ *Vignette for Standard 1*
- ✓ *Directive and Supportive for Vignette Standard 1*

Directions – Read vignette. Develop questions that one might ask regarding principal's actions. Share



15 Minutes



Please give your attention to
the facilitators.





Questioning- Directive or Supportive

- Report Out from each ICN site
 - Share questions that might be asked to principal in the vignette.

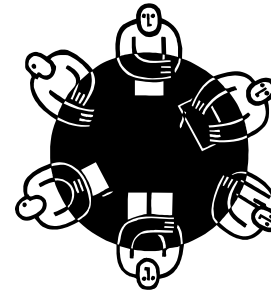
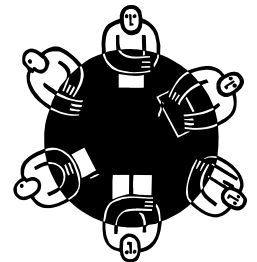




Table Talk

- ▶ What new ideas and insights did you gain from your conversations?
- ▶ How can questioning techniques be used to assist administrators in their work?



5 Minutes



Please give your attention to
the facilitators.





Wiki- How is it going and what support do you need?

- ▶ Review steps to accessing Wiki.
- ▶ Review process of downloading resources and uploading assignments.



Wiki Assignments

- ▶ Complete on Wiki by November 1 the “supportive and directive question” portion of the assignment sheet, using the same standard and criteria as you did for the first assignment.
- ▶ Read and complete reflection on article, “Distinguishing the Essential from the Important; Using Research to Strengthen the Use of Standards for Administrator and Licensure Programs.” Post on Wiki by November 1.
- ▶ Practice questioning with your administrators.



Just a Reminder

- ▶▶ Standard 2 – Criteria a-e...A-E last name
- ▶▶ Standard 2 – Criteria f-k...F-J last name
- ▶▶ Standard 3 – K-O last name
- ▶▶ Standard 5 – P-T last name
- ▶▶ Standard 6 – U-Z last name



Ticket Out the Door – Closure

3-2-1

- ▶ **Complete the Feedback Response for Module 3**
- ▶ **3 – 2 – 1**
 - ▶ *3 things that you heard today that validated or challenged your current practice/beliefs. Share with a colleague at your table.*
 - ▶ *2 key things you are learning. Record on the back of Feedback Response sheet.*
 - ▶ *1 area that you want to know more about as you get ready for the next training session. Record on the back of Feedback Response*
- **Leave Feedback Response sheet in the middle of the table.**





For Additional Information:

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